

2020 – 21 & 2021 - 22 General Education Executive Summary

Department: Human and Social Sciences	Date: 6/16/2021
Members involved with analysis of artifacts: Ed Hoffman, Kathy Miller, Kim Boyce, Rebecca Ristow, and Sara Brady	
See General Education Assessment Plan for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
Analysis of artifacts: <i>1). PERFORMANCE CRITERIA* - How was data analyzed? (attach rubrics/scoring tools if used).</i> Students enrolled in PSY 101 (Intro to Psychology), PSY 445 (Abnormal Psychology), CJ 220 (Criminal Law), and CJ 420 (Criminal Evidence, Procedure, and the Courts) completed a take-home essay assignment regarding the course content. Two faculty members per program used the attached rubric to analyze each artifact from criminal justice and psychology upper- and lower-level courses (see Appendix A for assignment prompt and assessment rubric). The two courses from psychology were PSY 101 and PSY 445 and the two courses from criminal justice were CJ 220 and CJ 420. Due to the large number of psychology students, a random sample of 15 artifacts were selected from PSY 101 and 14 artifacts from PSY 445. Due to low enrollment numbers in criminal justice courses, all student artifacts were analyzed for CJ 220 (N = 5) and CJ 420 (N = 2). Although at least one instructor was involved in the scoring, both faculty raters came to an agreement on the attached rubric in order to assign a single score. After artifacts were scored, Sara Brady analyzed all data in a statistical software to determine mean differences by course level (lower-level vs. upper-level). Descriptive statistics (frequencies and percentages) were then calculated to determine the percentage of students who scored a 2 or higher on the rubric criteria for the identification of concepts and application of concepts.	
Summary of RESULTS*: <i>1). Restate the assessment question(s) (from the Assessment plan):</i> Q1: To what extent are entry-level and senior-level psychology and criminal justice students knowledgeable about the main disciplinary components of their respective field? Q2: To what extent can entry-level and senior-level psychology and criminal justice students apply their knowledge about their discipline to a specific scenario or case study? Q3: Do senior-level psychology and criminal justice students display higher levels of knowledge than entry-level psychology and criminal justice students? <i>2). Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> To answer Q1 and Q2, Appendix B displays the frequencies and percentages for the scoring for each of the rubric criteria for identification of concepts (Q1) and application of concepts (Q2). Percentages equal to or higher than 75% were considered adequate. In regards to identification of concepts (Q1), the lower-level CJ course and lower-level PSY course did not adequately identify concepts related to their discipline (60% and 73.33%, respectively). However, upper-level CJ and PSY courses adequately identified concepts (100% and 86.67%, respectively). In regards to application of concepts (Q2), lower-level CJ and PSY students did not adequately apply their knowledge (60% and 0%, respectively). Although upper-level CJ courses adequately apply knowledge (100%), upper-level PSY students did not achieve adequate levels of proficiency in knowledge application (73.33%), but this level of proficiency was close to the threshold of 75%. To answer Q3, independent samples-tests were conducted separately for psychology and criminal justice courses. Due to small sample size, both student t tests and Welch's t tests were conducted to account for unequal variances across lower- and upper-level groups (see Appendix C). For psychology courses, upper-level students scored higher than lower-level students in terms of identification, analysis, and application, $p_s < .001$. There were no differences between upper- and lower-level students in terms of addressing strengths and limitations, $p > .05$. For criminal justice courses, there were no significant differences found between upper- and lower-level students, $p_s > .05$. However, this may be due to insufficient sample size in the upper-level criminal justice course (N = 2). <i>3). INTERPRETATION* - Discuss how the results answer the assessment question(s).</i> To answer Q1 and Q2, both upper-level psychology and criminal justice students adequately identify and apply knowledge (although the application threshold for upper-level psychology students did not meet the criterion cutoff). To answer Q3, upper-level psychology students scored higher than their lower-level counterparts in identification and application of knowledge according to the discipline of psychology. However, there is	

insufficient data to determine the extent to which criminal justice students demonstrate differences in knowledge between upper- and lower-level courses due to the small sample size across courses. That being said, descriptive data suggests that criminal justice students score at a level of proficiency that is considered acceptable, according to the rubric that was used.

4). *Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)* In regards to the analysis portion of the rubric, lower-level students were less proficient in both analysis for both psychology and criminal justice programs. In regards to address the strengths and limitations of the disciplinary knowledge, only criminal justice students demonstrated a change in proficiency from lower to upper level courses. In psychology, 0% of lower-level students were proficient in addressing strengths and limitations of their disciplinary knowledge, whereas 20% of upper-level students were proficient.

Sharing of Results: *When were results shared? Date:* 6/17/2021

How were the results shared? (i.e. met as a department) via Email

Who were results shared with? (List names): Thad Warren, Ed Hoffman, Kathy Miller, Kim Boyce, Rebecca Ristow, Mark Blanke, and Amy Hubach

Discussion of Results –Summarize your conclusions including:

1. **ACTION***- *How will what the department learned from the assessment impact:*

a. *Teaching:* Review of each item will be shared with each instructor for their personal review and collective discussion will be used to discuss possible changes in delivery and or content specific to the assessment.

b. *Assignment/course:* Both Psychology and Criminal Justice will review data and discuss option during the 21-22 academic year.

c. *Program:* The program will be including information in the review of the class and overall outcomes.

d. *Assessment:* Click or tap here to enter text.

2. **IMPACT***- *What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?* Each instructor will make individual adjustments in their respective course and the Department will be discussing possible implementation of direct intervention to address the need for improved gain in knowledge.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).*

Minimal impact- Time for Dr. Brady as she collects and calculates assessment results.

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? Now that we have a consistent and manageable process of collection we would like to have a couple of years of consistency and with application to other programs in the department with similar assessment.

Submitted by: HSS Department – Thad & Sara **Assessment Committee Reviewed:** 7/6/2021

Department Chair notified – approval/additional action needed:Approved 7/6/2021

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na

Appendix A

Psychology Assessment Essay

Purpose

The purpose of the essay is to analyze critically the major theories of psychology, apply one theory to a specific scenario, and discuss the strengths and limitations of the theory to address psychological processes and behavior.

Content

Your written, typed essay should address the following:

1. Identify the six main psychological theories for explaining human behavior and mental processes.
2. Explain the core characteristics of one of these theoretical approaches (models) that you most identify with.
3. In detail, apply this theoretical approach (model) to explain someone's thinking, feeling, and/or behavior. In your explanation, generate a specific scenario when applying this theory. Use the core characteristics explained earlier in your explanation.
4. Be sure to include the strengths and limitations of the model that you choose. Adequately compare and contrast the other psychological theories when addressing the strengths and limitations of the theory that you chose to analyze and explain.
5. Use relevant, scholarly sources to support main ideas and arguments. Scholarly sources could include peer-reviewed articles, textbooks, or edited books.

Form

1. Essay should be between 3-5 pages, double-spaced.
2. Essay should include a defined introduction, body, and conclusion.
3. Essay should use standard grammar, spelling, and punctuation.
4. Essay should adhere to basic APA style in form and citation style. Essay should include a title page and reference page (an abstract page is not necessary).

Criminal Justice Assessment

Purpose:

Individuals that are being criminally investigated and charged have a number of key Constitutional rights that must be honored by law enforcement and the courts throughout the criminal investigation and trial processes. These rights, as defined in the United States Constitution and by the United States Supreme Court, form the foundation of the United States criminal justice system. This assignment asks you to identify the major protections afforded to criminal defendants through the Fourth and Sixth Amendments to the United States Constitution, to apply the protections afforded by one of these Amendments to a specific fact pattern and finally to identify and evaluate the strengths and limitations of these Amendments in the context of the criminal justice system.

Instructions:

After completing the assigned reading in your textbook please answer the following questions:

1. Provide a **brief summary** of the main protections afforded to criminal defendants under the Fourth and Sixth Amendments to the United States Constitution.
2. Provide a **detailed explanation** of the protections afforded by **ONE** of the above Constitutional Amendments.

3. Apply each of the protections discussed in question 2 (directly above) to a fact pattern of your choosing. For example, if you discussed the protections afforded under the Fourth Amendment, you could apply those to the following fact pattern:
 - i. Bob is relaxing at his girlfriend's apartment on a quiet evening at 10:00 p.m. when without warning the front door is kicked in and law enforcement officers rush into the apartment arresting Bob and seizing his work papers, laptop and cell phone all of which were not in plain sight but were hidden from view. All without a warrant of any kind.
4. Compare and contrast the limitations experienced by criminal justice professionals as a result of having to comply with both of these Constitutional Amendments with the contrasting demand of respecting individual's civil rights. This is the sought after balanced scale we have discussed in class. It is the balance that must be met between addressing and dealing with crime in our society while at the same time respecting individual's civil rights.

Writing criteria:

Your paper should be:

1. At least three (3) pages in length.
2. 12 point font.
3. Double-spaced and contain one-inch margins (top, bottom and both sides).
4. At the top of your paper, please include your name, assignment title, the class name and the date.
5. Please turn your paper in at the beginning of the class date this assignment is due.
6. When answering EACH OF THE above questions, please provide the following:
 - a. **Question presented:** Restate each question then provide your answer to it. That is, before answering a question, I want you to type that question in your paper, and then answer it. That way, we both know which question you are answering.
 - b. **Introduction:** For each of the above questions, provide a concise answer to the question.
 - c. **Answer:** Provide a detailed and organized answer to the question you are answering. Provide plenty of information to the reader and where appropriate reference applicable areas of the law (i.e. the relevant Constitutional provision). Consider citing an interesting fact or provide relevant examples that support your answer/position in order to make your point.
 - d. **Conclusion:** Have a clear, concise conclusion statement that restates your answer to the question presented. Also, provide the reader with your thoughts on the issue(s) covered in the question.

Knowledge Rubric

Criteria	Exemplary = 3	Proficient = 2	Basic =1	Failing = 0
Identification of main disciplinary components <i>Identifying common concepts of discipline (i.e., psychology, sociology, criminal justice, Christian-education leadership)</i>	Identifies all disciplinary components correctly and cogently.	Identifies most disciplinary components.	Minimally identifies disciplinary components.	Does not identify common disciplinary components.
Analysis of one disciplinary component <i>Analyzing one component of disciplinary concept in detail</i>	Analyzes disciplinary component in detail and correctly identifies all major sub-components of disciplinary concept.	Analyzes most of disciplinary component correctly and identifies most of the major sub-components of disciplinary concept.	Minimally analyzes disciplinary component correctly and minimally identifies the major sub-components of disciplinary concept.	Does not correctly analyze any of the disciplinary concepts.
Application of disciplinary component <i>Applying component of disciplinary concept to a novel scenario in a person's everyday life or in their profession/vocation</i>	Applies completely all major sub-components of disciplinary concept to a novel scenario and correctly applies concepts.	Applies most of major sub-component of disciplinary concept to a novel scenario. Most of sub-components are applied correctly.	Minimally applies major sub-components of disciplinary concept to a novel scenario. Some of sub-components are applied correctly.	Does not apply the disciplinary concept to a novel scenario.
Strengths and limitations <i>Identifying the strengths and limitations of disciplinary concept in practice and/or application</i>	Identified the strengths and limitations of explained disciplinary concepts by adequately comparing and contrasting other disciplinary concepts with the present concept explained in essay. Knowledge of the other disciplinary components is clearly evident.	Identified most strengths and limitations of the explained disciplinary concept. Compared and contrasted most of the other disciplinary concepts. Knowledge of the other disciplinary components is evident.	Minimally identified strengths and limitations of explained disciplinary concept. Minimally compared and contrasted other disciplinary concepts. Awareness of some the other disciplinary components is evident.	Does not address strengths or limitations of disciplinary concept.

Appendix B

Frequencies for Know: Identification

Course	Identification Score	Frequency	Percent	Valid Percent	Cumulative Percent
CJ 220	1	2	40	40	40
	2	2	40	40	80
	3	1	20	20	100
	Missing	0	0		
	Total	5	100		
CJ 420	1	0	0	0	0
	2	1	50	50	50
	3	1	50	50	100
	Missing	0	0		
	Total	2	100		
PSY 101	1	4	26.667	26.667	26.667
	2	11	73.333	73.333	100
	3	0	0	0	100
	Missing	0	0		
	Total	15	100		
PSY 445	1	1	6.667	7.143	7.143
	2	1	6.667	7.143	14.286
	3	12	80	85.714	100
	Missing	1	6.667		
	Total	15	100		

Frequencies for Know: Analysis

Course	Analysis Score	Frequency	Percent	Valid Percent	Cumulative Percent
CJ 220	0	0	0	0	0
	1	2	40	40	40
	2	1	20	20	60
	3	2	40	40	100
	Missing	0	0		
	Total	5	100		
CJ 420	0	0	0	0	0
	1	0	0	0	0
	2	1	50	50	50
	3	1	50	50	100
	Missing	0	0		
	Total	2	100		
PSY 101	0	4	26.667	26.667	26.667
	1	11	73.333	73.333	100
	2	0	0	0	100
	3	0	0	0	100
	Missing	0	0		
	Total	15	100		
PSY 445	0	0	0	0	0
	1	1	6.667	7.143	7.143
	2	5	33.333	35.714	42.857
	3	8	53.333	57.143	100
	Missing	1	6.667		
	Total	15	100		

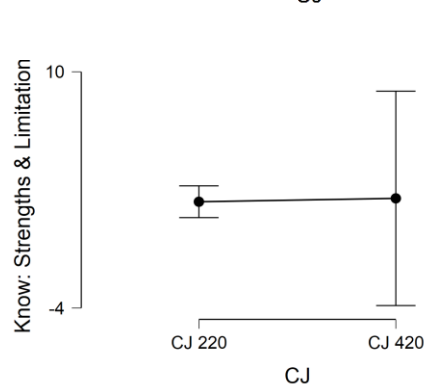
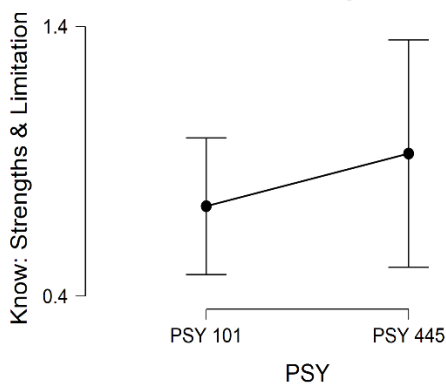
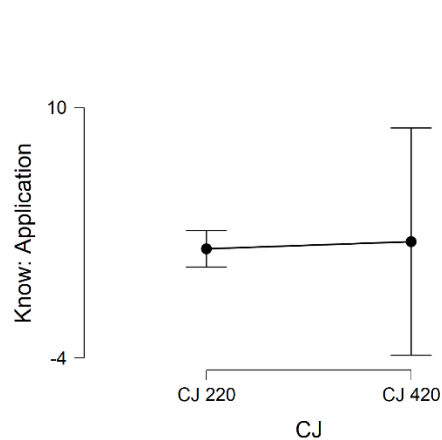
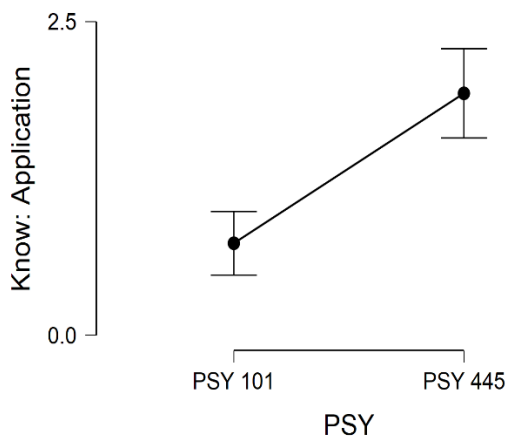
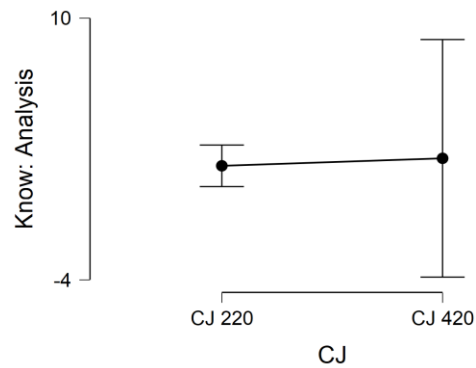
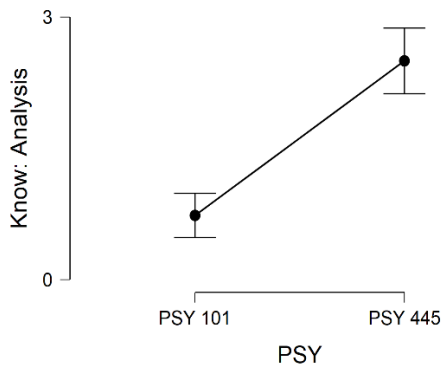
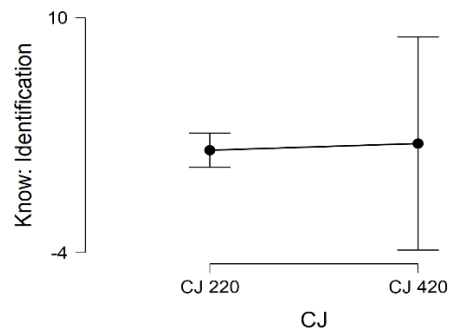
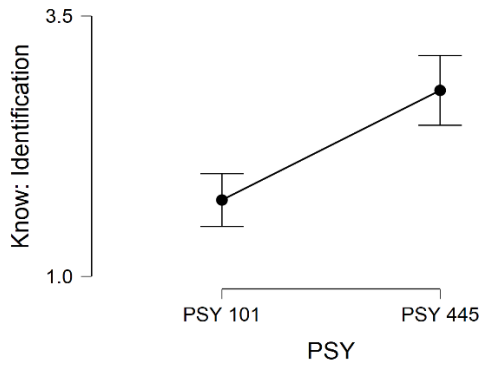
Frequencies for Know: Application

Course	Application Score	Frequency	Percent	Valid Percent	Cumulative Percent
CJ 220	0	0	0	0	0
	1	2	40	40	40
	2	2	40	40	80
	3	1	20	20	100
	Missing	0	0		
	Total	5	100		
CJ 420	0	0	0	0	0
	1	0	0	0	0
	2	1	50	50	50
	3	1	50	50	100
	Missing	0	0		
	Total	2	100		
PSY 101	0	4	26.667	26.667	26.667
	1	11	73.333	73.333	100
	2	0	0	0	100
	3	0	0	0	100
	Missing	0	0		
	Total	15	100		
PSY 445	0	0	0	0	0
	1	3	20	21.429	21.429
	2	9	60	64.286	85.714
	3	2	13.333	14.286	100
	Missing	1	6.667		
	Total	15	100		

Frequencies for Know: Strengths & Limitations

Course	Strengths & Limitations Score	Frequency	Percent	Valid Percent	Cumulative Percent
CJ 220	0	0	0	0	0
	1	2	40	40	40
	2	1	20	20	60
	3	2	40	40	100
	Missing	0	0		
	Total	5	100		
CJ 420	0	0	0	0	0
	1	0	0	0	0
	2	1	50	50	50
	3	1	50	50	100
	Missing	0	0		
	Total	2	100		
PSY 101	0	4	26.667	26.667	26.667
	1	11	73.333	73.333	100
	2	0	0	0	100
	3	0	0	0	100
	Missing	0	0		
	Total	15	100		
PSY 445	0	4	26.667	28.571	28.571
	1	7	46.667	50	78.571
	2	3	20	21.429	100
	3	0	0	0	100
	Missing	1	6.667		
	Total	15	100		

Means of Knowledge Rubric Scores by Course



Note. Y-axes could range from 0 to 4. Scaling on graphs are not equivalent. Error bars represent 95% confidence intervals. Due to small sample in CJ 420 ($N = 2$), confidence error calculations exceeded the range of the rubric scale.